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ABSTRACT

This guide is intended for use in articulating secondary school and community college vocational and technical education programs. The process and materials described in the guide have been field tested by El Paso (Texas) Community College and a number of area secondary schools. Part 1, which deals with aspects of secondary and postsecondary vocational-technical program articulation, outlines the benefits of articulation, types of articulation, barriers and pitfalls that should be considered, the role of articulation in competency-based curricula, and financial aspects of articulation. A time-shortened articulation system is described next. Part 3, which is an example guidebook, outlines the steps entailed in developing, applying, and updating an articulation plan; distributing articulation materials; and tracking and evaluating articulation efforts. Appendixes include the El Paso Community College articulation plan, a list of public school contact persons, an articulation course competency analysis form, an articulation chart, timelines, a summary of personnel duties, and guidelines for computer tracking of high school articulation students. A sample articulation agreement, follow-up analysis of students entering college with articulation credits, references, and an articulation brochure are also included. (MN)

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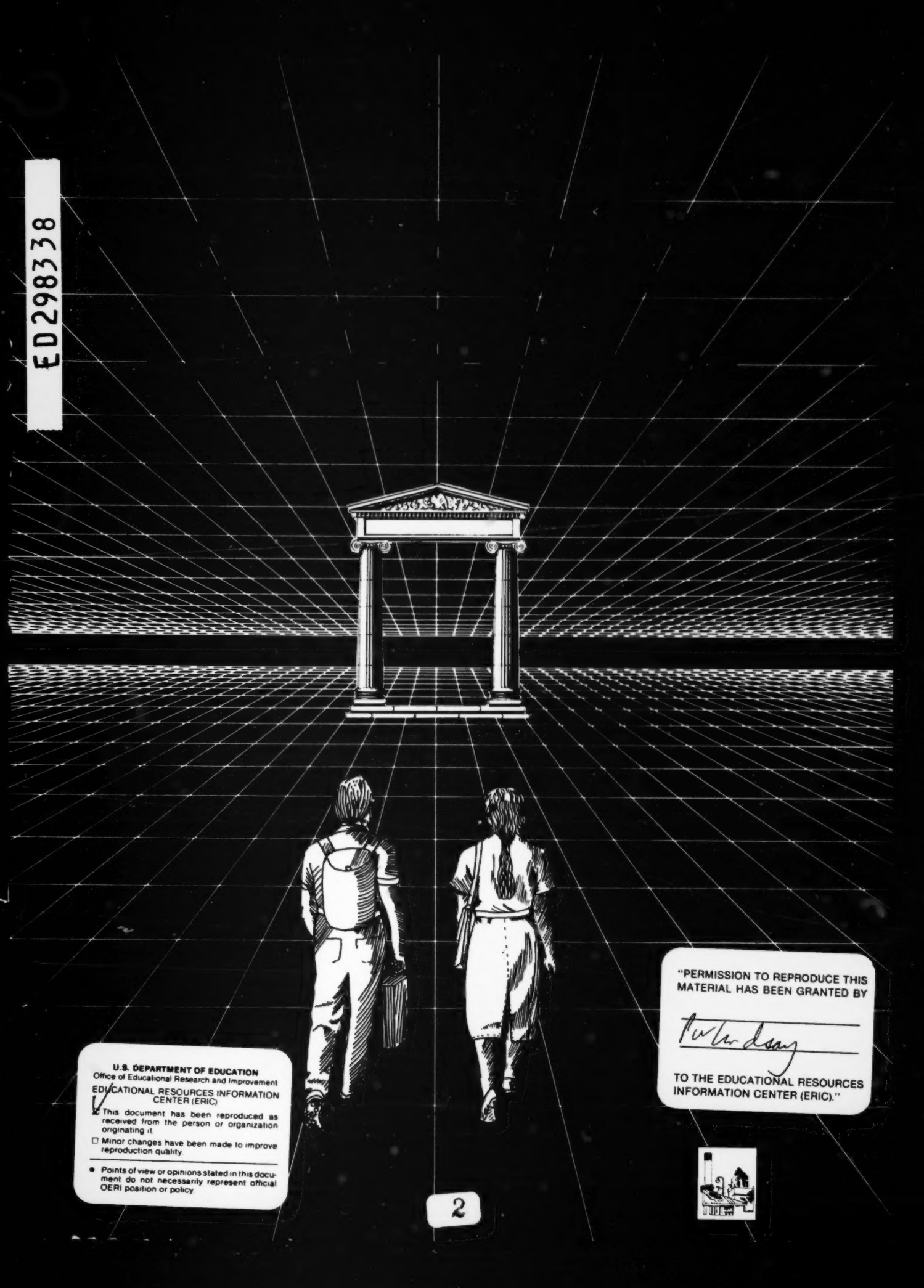

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SECONDARY/POST-SECONDARY

VOCATIONAL-TECHNICAL PROGRAM

ARTICULATION HANDBOOK

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FOREWORD

The concept of articulation between secondary and post-secondary occupational training programs has been discussed and written about for many years. Indeed, some noteworthy programs have been functioning for several years. Within the past eight years there has been a dramatic increase in articulation activity. Movement towards increased activity can be attributed to the realization that articulation is of mutual benefit to the coordinating institutions, to the community, and especially to the students themselves.

This handbook has been developed in response to the need for a manual at the El Paso Community College that could be used as a guide in implementing a process of articulation. A grant was received from the Texas Higher Education Coordinating Board for the purpose of developing an articulation handbook in which the EPCC manual would serve as a major resource. An advisory committee composed of representatives from the college, local public school districts, and the business community assisted with the project.

The manual has been field-tested by the college and a number of area secondary schools. Six college programs were selected for a trial articulation project, along with one instructor from each program. Evaluative feedback on the functionality of the system was obtained from the personnel involved, and revisions to the procedures were made as needed.

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PART I

ASPECTS OF SECONDARY AND POST-SECONDARY SCHOOL VOCATIONAL-TECHNICAL PROGRAM ARTICULATION

INTRODUCTION

Nation wide trends, such as the articulation of curriculum between secondary and post-secondary occupational programs, come about when there is a widespread recognition of a need. This recognition provides the foundation for building the framework to sustain the long-term continued efforts required.

The community college movement of the 1960's and 1970's established occupational programs at the post-secondary level in most areas of the country. These new occupational programs fulfilled the need of providing job training opportunities for people older than normal high school age. There are distinct advantages associated with both secondary and post-secondary programs. The term "turfism" has been used to describe the lack of coordination between these two levels of programs.

Trends and efforts toward improving articulation in the 1980's have the potential of dissolving many artificial barriers. Economic need created by shrinking resources is playing an important role. The advantages of articulation clearly outweigh the disadvantages. Secondary and post-secondary schools are not in competition for the same students; therefore, one should complement the other.

Training students for employment upon graduation has been the primary concern of secondary school vocational programs, and this fact should be kept in mind when discussing articulation. Post-secondary programs work with an older population and therefore are better able to provide more advanced training. Likewise, the post-secondary school must be organized to accept students with different amounts of previous training.

Both levels of programs will inevitably include in their respective curriculums some of the same instructional content. Such overlap of content establishes the need for vertical articulation, not only for the student's benefit, but also for economic reasons. Since both program levels must start from the beginning and train students for entry-level skills, the challenge is to devise an articulation system that avoids as much duplication of effort as possible while still preserving the integrity and self-sufficiency of each program.

The more complex that the design of an articulation system is, the more difficult the maintaining of the system will be over an extended period of time. Many schools find it difficult to fund extensive articulation systems, so each school must choose a direction which matches its resources and

organization. Also decisions must be made about curriculum organization. Fortunately, in 1988, there already are many articulation systems in place which can be adapted and modified to fit local situations and internal structure. Drawing on this experience can help to avoid pitfalls and save time.

DEFINITIONS OF TERMS

(The following definitions are for the articulation of secondary and post-secondary vocational programs)

Advanced-Skills Articulation Program

Secondary and a post-secondary vocational programs joined together for the purpose of extending training time in order to teach higher levels of skills than can be obtained in either program separately. The most common example is the 2 + 2 plan which provides a four-year training span.

Articulation of Educational Programs

The process used to interrelate curriculums from two or more programs into a unified organization for an efficient transition of students from one program to another.

Articulation Agreement (as used herein)

A formal document duly signed by both the secondary and post-secondary school officials in which both agree to pursue articulation. Conditions of articulation are agreed upon within the document.

Articulation Plan (as used herein)

A formal document used to specify which courses at the secondary school are accepted at the post-secondary school

based on a comparison of competencies. Achievement levels and conditions are specified and the document is duly signed by officials from both schools.

Competency-Based Curriculum

A sequence of instructional materials organized around a series of skills utilized by a person on a job. These skills and the mastery of them are clearly stated in behavioral terms.

Credit through Examination

Credit may be earned at the post-secondary level by the satisfactory demonstration of mastery of required competencies through a challenge exam. A person may have acquired the skills required on a job or in a classroom setting.

DACUM

A method of deriving program curriculum content for a given occupation based on tasks performed on the job. The tasks are solicited from a panel of people currently employed in the occupation. The acronym DACUM stands for "Developing a Curriculum".

Horizontal Articulation

The process used to align curriculum content of two or more

programs of the same type and level to assist in an efficient transition of students from one institution to the another.

Time-Shortened Articulation Program

Articulated programs in which credit for occupational competencies mastered in the secondary occupational program may be transferred and applied to the same competencies required in the post-secondary program without unnecessary duplication of time and effort. The time required to complete the post-secondary program is thus shortened.

Turfism

A position taken by a person at the secondary or post-secondary level to define or to defend perceived rights of instructional territory.

Vertical Articulation

Various processes used to coordinate the curriculum content of two or more programs of the same type at different levels to achieve an efficient transition of students from one program level to the next. Encompassed in the term are time-shortened and advanced-skills models.

2 + 2 Articulation Plan

A 4-year curriculum in which the first two years are taught

in grades 11 and 12 of the secondary school and the second two years are taught in grades 13 and 14 of the post-secondary school. This type of articulation provides the extra time needed to train individuals for advanced technology. In practice there are programs which carry this title, but may in reality include time-shortening principles making those programs less than four years.

2 + 2 + 2 Articulation Plan

A six-year curriculum in which the first two years are taught in grades 11 and 12 of a secondary school, the next two years in grades 13 and 14 of a two-year college, and the third two years in grades 15 and 16 of a four-year college. The program ends with a bachelor's degree and prepares students to a higher level than can be obtained in the 2 + 2 Plan.

BENEFITS DERIVED FROM ARTICULATION

Benefits derived from successful articulation between secondary vocational programs and post-secondary vocational programs start slowly in the form of open communication and cooperation. The benefits multiply over a long period of time. The number of students who take advantage of this opportunity will be small until there are successful students who gain from the experience and until the word gets around. Below is a listing of potential benefits:

1. Saves money for the student.
2. Saves time for the student.
3. Reduces duplication of instruction.
4. Improves programs.
5. Improves communications between the schools, the instructors and the administrators.
6. Improves job readiness skills.
7. Advances public relations.
8. Increases the usage of selected facilities.
9. Increases enrollments at the secondary level.
10. Increases enrollments in upper-level classes at the post-secondary level.
11. Assists with recruitment at both levels.
12. Improves job placement potential.
13. Promotes a more unified education system.
14. Increases revenues for both institutions in the long run.

TYPES OF ARTICULATION

Current literature reveals a variety of terms currently in use to describe types of curriculum articulation. This discussion will expand on some of the terms associated with curriculum articulation between secondary and post-secondary schools. Examples of articulation terms are: vertical, horizontal, time-shortened, credit through testing, 2 + 2, and 2 + 2 + 2. In practice some of these terms are used to denote different things and some of them overlap. Curriculum articulation activity between secondary and post-secondary vocational programs can be grouped into two main categories. These are (1) time-shortened and (2) advanced-skills programs.

The most common type of articulation is the time-shortened variety. Any system of curriculum articulation between secondary and post-secondary schools which reduces the length of time required to complete both programs may be classified in the time-shortened category. Experience with articulation shows that the time-shortened variety is usually easier to implement.

The advanced-skills category of articulation is becoming more popular for dealing with those occupational programs for

which technology has expanded so rapidly that the time required for training now exceeds traditional program duration. The 2 + 2 concept falls into this category in its literal definition in that the first two years of the four-year program are designed to prepare students to enter the second two years to be taught at the post-secondary level. These programs, often designed to meet the demands of advanced technology, nevertheless frequently come with inherent problems. One of these is that the student is locked into a four-year cycle and another is that the post-secondary institution is dependent upon receiving enough adequately prepared students to sustain the program. Practice has shown that these programs sometimes become combination programs lasting less than four years because of overlapping course content. A variety of programs designed for specific purposes already exist, two of the most popular of which are the Technical 2 + 2 programs and the Tech-Prep 2 + 2 programs. Technical 2 + 2 focuses on a specific occupational field and provides approximately four years of sequential training. On the other hand, the Tech-Prep 2 + 2 provides a strong mathematics, science, and technical base at the eleventh and twelfth grades which in turn is designed to feed into technical and high-tech programs at the thirteenth and fourteenth grades (for further information, refer to the Center for Occupational Research and Development in Waco, Texas).

Since these programs are more difficult to implement, anyone interested in developing one would be well advised to pattern it after an experienced program.

Credit through testing is another example of articulation. Most community colleges have implemented challenge testing from the beginning as standard practice. A student can acquire credit for skills and knowledge learned from on-the-job experience or from previous training. Because this process has become so well established, it often is not considered as an aspect of articulation.

Time-shortened articulation agreements sometimes require the testing of students before credit can be granted and sometimes credits are held in escrow until the student has passed a higher level course at the receiving institution. A good topic for research would be to evaluate the necessity for testing and for the temporary withholding of credits. Other successful programs of articulation allow a student to move from a secondary school program to the receiving institution with advanced credits when specified achievement scores established during a review of both programs have been attained. A flexible articulation plan should allow either party to initiate changes for improvement. Tracking of students and maintaining open communication both ways are also important features.

BARRIERS AND PITFALLS FOR CONSIDERATION

"Turfism" is one of the most talked about barriers in the articulation of secondary and post-secondary occupational programs. The lack of information, understanding and experience with articulation often serve to create this unfortunate consequence. It should be remembered that these two levels of programs are not in competition for the same students and therefore mutual cooperation can provide maximum benefit to students while ensuring that the integrity of each program is respected.

A natural reaction of many secondary school instructors is being concerned about having to consistently train students at a predetermined level and then having their work judged by others. Post-secondary instructors, on the other hand, often have initial concerns about the competence of incoming students who have received credit for some beginning courses. The use of testing and the holding of credit in escrow have been used by many programs to cope with these concerns. At the same time, these procedures may cause increased concern to personnel at the secondary school. Open communications, trust, cooperation, and experience help to reduce apprehension and misunderstanding. Since secondary school vocational programs

maintain instruction for two or three hours per day over a period of two or more years, those students who qualify for articulated credit have a high potential for success as post-secondary students.

Overly ambitious plans and expectations are difficult to sustain over a long period of time, so attempts at articulation have to match a school's long-term ability and commitment to maintain those activities initiated. Interest and support seem to run in cycles, and consequently articulated thrusts initiated with temporary funding must plan for the future when funds are not available. The matching of competencies is only a beginning.

Efforts toward articulation should not be forced on reluctant faculty members. It is essential that concepts, expectations and benefits are clearly understood. There will always be those faculty members, who readily discern both the benefits and the constraints. A good place to start is with those programs having some faculty members who show interest and willingness. Early successes are very important and will have a positive effect on those who choose to wait and see. Likewise, leadership and support must come from the top.

Determining the number of competencies or courses should be on the conservative side as opposed to being overextended in the initial stages of articulating curriculums. Degree of articulation will vary from program to program and should be built on over a period of time, based on experience and success. Any design for a new system of articulation should be fused with as much of the existing structure within the institution as possible. A system that is completely separated tends to create excess baggage. Long-term efforts pursued by staff and faculty should constitute part of a normal work load. A natural tendency is to want to work out the details of articulation in a large group so that all parties can have equal input and also so as to save time. There are times when large group meetings can be useful if group leadership is available. Too often, though, large groups cannot reach agreement on the details required for articulation efforts. Most details for articulation can best be worked out in small groups or on a one-to-one basis. Lack of communication at any level can create problems, and awareness of this fact must be continually kept in mind. Extra effort is required from all parties.

Already established daily activities tend to receive top priority, and therefore realistic deadlines should be set in an

effort to encourage progress. Articulation program content can become bogged down in the process of setting up meetings, matching competencies, and completing paperwork.

Reaching agreement on the match-up of competencies taught early in a program is easier than matching advanced competencies. There is merit in taking a conservative approach when difficulty is encountered with the match-up of the more advanced competencies. Experience with the successful transfer of students will provide the guidance needed after a program of articulation has been in place for a couple of years. All articulation programs require a follow up.

COMPETENCY-BASED CURRICULUM AND ARTICULATION

Program curriculums organized around one of the competency-based formats lend themselves to articulation. The competencies required for entry-level employment are identified through a formal process such as DACUM and are verified by the field. Competencies should be laid out in a logical sequence, and since most programs are organized by courses, competencies also are organized into courses. Instructional materials are usually well planned and laid out in a systematic format. The competencies have predefined measures for assessing attainment, and are often laid out in chart or checklist format.

Well-organized materials assist in the task of comparing competencies between the secondary and the post-secondary school. If the secondary school is also on a competency-based footing, the match-up may be readily achieved. Presenting materials which have been verified as those needed for entry-level employment improves the negotiating position of either party should concern over match-ups occur.

On the other hand, there are many fine occupational programs which have been carefully developed and improved over a period of time under the direction of an advisory committee and local

business. These programs operate with course outlines or syllabi which contains organized competencies or objectives. The question becomes: should these programs be rewritten into one of the competency-based formats as a prerequisite for articulation? The answer has to come from within the school.

There are some good reasons why these programs should proceed with articulation. Reorganizing the materials into one of the competency-based formats in the name of articulation can have some drawbacks. Articulation alone can place a heavy burden on personnel without added requirements. Newly organized materials more often than not require additional revision after usage. The community, the program, and the student will gain from the advantages of articulated programs and this process should move ahead when feasible.

The communication and cooperation between programs over a period of time will improve both programs and will assist in making decisions relating to program changes and contents based on experience. Change should come from within.

FINANCIAL ASPECTS OF ARTICULATION

Articulation between secondary schools and two-year post-secondary schools is a long-term investment. Leadership and commitment must start at the top and filter down to the classroom level. There has to be financial support provided and it must be consistent with the size of the commitment. In reality, the total investment is small when compared to the potential long-term gain.

The initial influx of new students is likely to be small, but it should gradually increase over the years. The credits gained by students through articulation efforts are usually at the level of first-semester or second-semester credits. Therefore, new students attracted through articulation will add to the upper level class size where additional enrollment is most needed.

For the initial planning stages, someone at an administrative level, such as the Dean of Occupational Education, should be charged with the overall responsibility for developing an articulation system. Time must be allowed for all participants involved in the development, and the system must be tailored to the resources and the structure of the institution. Many systems are in place across the country

and are operating with varying degrees of success. There is a wide variety of literature which can be used as a resource in developing the system locally. Related systems will be found to have some common aspects, and devoting some time to reading about them will prove a good investment. Likewise, an early visit to a successful program in operation is a worthwhile investment.

The initial investment up to this point consists in the planning and development of a system. Once the new system has been established, the actual articulation of curriculum begins. Faculty members have to become directly involved. Articulating occupational programs within the post-secondary school should be planned over a two-year period depending on the number of departments and the number of secondary school systems involved. Articulation responsibilities could be incorporated within the duties of department personnel. However, this is the most important and time-consuming activity of the whole articulation process. Granting of release time for a department representative to do the actual articulation of the the curriculum is a wise investment. Amount of time allotted depends on the number of schools involved. Once articulation plans are in place, it is reasonable to expect a department to routinely maintain the documents of articulation agreement.

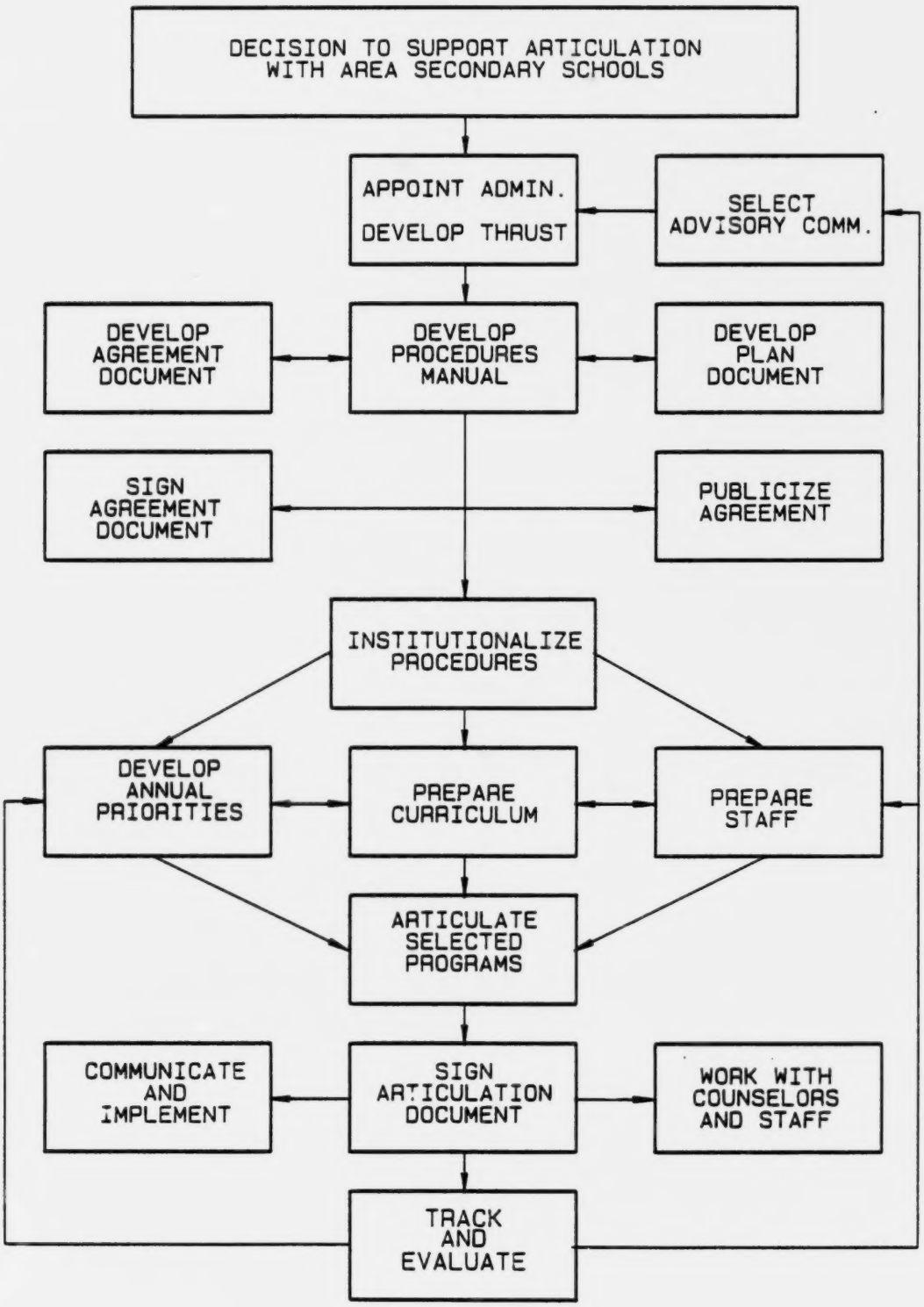
The initial thrust, department by department, is the most expensive in terms of time.

Those articulation systems which make use of existing college forms and procedures will be the least expensive to maintain over the years. Income generated from increased enrollment in the upper level classes will more than offset the expenses incurred, and this is but one of the long-term advantages of a successful articulation system.

PART II

DESCRIPTION OF A TIME-SHORTENED ARTICULATION SYSTEM

EXAMPLE ARTICULATION PROGRAM FLOW CHART



AN OVERVIEW OF A TIME-SHORTENED ARTICULATION PROGRAM

Introduction and Support

This discussion is correlated to the flow chart located on page 21. State agencies across the nation are supporting secondary and post-secondary school vocational articulation programs. It is up to the receiving institution to take the lead in the development of articulation. Leadership and support must start at the top in order for a long-range broad-based system to function and to sustain itself.

Once a decision has been reached to pursue articulation, the responsibility for development should be assigned to a person with the authority to utilize the institutional resources necessary to develop an on-going system. In many institutions, the Dean for Occupational Programs is an appropriate choice since most articulation centers around vocational programs.

Advisory Committee

An advisory committee should be selected from vocational education leaders employed in the secondary and post- secondary schools who will be involved with the articulation activities. At least one representative from the business community should be included. Regular meetings and interaction by this advisory committee prove beneficial both in the developmental phase and

in the on-going continuation of the year-to-year activities of the curriculum articulation system.

Early Development

The development of an articulation system for a specific college can be enhanced by visiting another college which has a working system in place. It would also be wise to review literature describing other functioning systems. As the system is developed, it will need to be incorporated into the philosophy and structural framework of the institution involved. Existing forms and procedures should be utilized as much as possible. Extra baggage can drag down any system. Articulation must be approached with the understanding that it is a long-term, on-going activity which will increase with time.

Articulation Agreement

The system described in the flow chart utilizes two documents as its foundation for development. They are the Articulation Agreement and the Articulation Plan. The Articulation Agreement form is designed to document an agreement between the secondary and the post-secondary schools to cooperate and to support the process of program articulation.

The signing of this document by the respective Boards of Trustees or other designated persons officially sets the stage for articulation and provides a good opportunity to publicize a cooperative atmosphere. It also establishes some of the fundamental framework which enables an articulation program to function. An example is provided on page 68. The signed agreement document is kept on file by each school system. Only one articulation agreement is needed per public school system.

Articulation Plan

The Articulation Plan is a second document which adds to the foundation described in the Articulation Agreement by providing specific information. Space is provided to document the articulated course work, the level of competency required and any special requirements. Also, included are the framework items within which the system is to function. Documentation of course competencies and course descriptions are provided. An example of an articulation plan is found on page 53.

The plan becomes the working document and is required for each secondary school program for which articulation has been completed. The plan is signed by officials from both school systems and a copy is kept on file in those offices which need to have access to originally agreed-on data; these might include the dean's office and the office for student records.

Procedures Manual

A manual of procedures is needed to assist the post-secondary school personnel who will be carrying out the long-term day-to-day articulation activities. An example of such a manual may be seen on page 33. The manual should present an overview of the system, the procedures and steps required to articulate course work, the duties of personnel, and the time lines for implementation. There should also be procedural guidelines setting out the activities required to process the transfer of credits and the distribution of materials.

Institutionalization

The processes involved in the distribution of all materials, such as the procedures manual, articulation information brochures, course description and coordination information, forms, etc. is a key component of preparing an articulation system. All personnel must clearly understand their duties and responsibilities.

It is also essential to establish realistic expectations and to encourage open discussion of concerns among staff and faculty members. Everyone should be made to realize that the target issue is to avoid the overlapping and duplicating of instruction and that safeguards are built into the system to

both preclude this duplication and to preserve the individuality of each school and program.

Annual Priorities

Each fall the Dean of Occupational Education or designated articulation coordinator from the post-secondary school should solicit priorities from the chairperson of each division. These priorities should be somewhat limited during the first year when the system is new and the staff is inexperienced.

It is best to utilize those departments which are eager and willing to spend the time required to complete the work involved in articulation and who are at the same time interested in building good relations with their secondary school counterparts. Early successes are very important for building confidence, for creating a good atmosphere, and for setting examples for other departments to follow.

Curriculum

Much time and effort has been spent over the years organizing and writing curriculum materials. Each institution should select its own formats. Clearly written performance competencies along with reliable and accurate measures of competency are important to articulation. Programs that are

already well-established and that have made use of an advisory committee should be ready to implement articulation.

Should differences involving course content or sequence develop during the articulation process, additional input may have to be solicited. Outside consultants can be utilized to help resolving issues. DACUM sessions can be used to establish program content. In any event, it should always be remembered that most articulated credit involves first-semester or first-year credit at the receiving institution. There may even be circumstances in which it may not be practical to articulate, but almost all issues can be resolved when given enough time.

Staff Preparation

The building of a positive and cooperative atmosphere should start with the decision to pursue articulation. Concerns about the unknown will surface throughout the process, but the emergence of successful students will do more than almost anything else to alleviate such concerns.

A faculty member from each program should be selected to work with articulation. This representative must understand that he/she represents the rest of the department, and the selected faculty member must be interested in the concept of

articulation and in pursuing it. Interpersonal human relations skills are essential for each representative. Early training sessions explaining the purpose and goals of articulation are important, and the procedures manual is important as a primary resource.

Articulate Selected Programs

The approach discussed here is based on the premise that small groups can reach a decision more easily than can large groups. Program representatives meet together for the purpose of exchanging their respective program curriculum content materials. It is at this point that well-organized materials prove that they were worth the time spent developing them. A review of program facilities and equipment is important for thorough understanding by all participants.

In theory, it would appear that all program duplication of effort could be eliminated. In practice, though, this is difficult to achieve considering that both programs are training students for work and both programs must respect the integrity of the other. Obviously, there are additional factors of differences to be taken into account. For example, there are differences in the age of the students. Experience has shown that the matching of competencies tends to occur most

readily during the first part of the post-secondary program. A worksheet of some kind should be used for comparing competencies. Final agreements and decisions are then recorded in the Articulation Plan.

Communicate and Implement

Once the articulation plan document has been signed, implementation may begin. The task of maintaining communications becomes difficult when everyone has a full workload. Written communications are a must and are often more dependable. Counselors, faculty members, and students must have up-to-date information about which courses at the secondary level will transfer to the post-secondary program and how much credit is granted. Information must be available to everyone, especially students, about how to acquire the credit once they enter the college. Examples of communication materials are provided on pages 59 and 73. The Articulation Chart illustrates the match-up of courses and the credit available. This chart has to be updated frequently and must receive wide distribution. The brochure shown is used to provide information about the system to everyone and serves as a useful resource in student advisement.

Counselors and Staff

Counselors and staff members play a major role in the

day-to-day activities which keep the system functioning. They must be able to answer a variety of questions for the students and they must be kept informed about policies and procedures. Therefore, a high priority has to be given to keeping the counselors at both levels fully informed.

Likewise, instructors at both levels play a major role in the counseling process. They also can serve as an essential liaison to keep counselors updated on the latest information in their program, any changes implemented or anticipated, and any student concerns of which they become aware. Keeping counselors informed and seeking their support are investments of time very well spent.

Evaluation

An overall evaluation of any articulation system should be primarily based on the success of those students who enter the post-secondary program. Also, an important aspect to consider is the number of students who take advantage of the opportunity to gain advanced standing in the program. Specific records should be kept on each student that enters the college with articulation credit. Most of this information is already kept in the regular records system. Computerization of records makes it easy to retrieve the information at any time. A data program should be developed that will give the capability of

printing out data needed for analyzing the status of the articulation system. Such reports should be organized by divisions, by departments, and/or by individual student. See page 66 for additional information about developing a computerized tracking system. Individual departments can develop their own tracking system if computerized information is not available. An example of a chart with a suggested format is on page 71.

Brief notes should also be recorded about any special problems and successes. When students drop out of the program, an effort should be made to ascertain and record the reasons. Care must be taken to distinguish between normal reasons for dropping out as opposed to any difficulties created by perceiving unrealistic expectations from the awarding of advanced credit. It must be remembered, also, that many post-secondary students change their majors during the freshman and sophomore years of college.

The number of students who are incoming through articulation will undoubtedly be small at the beginning of the program, but it is reasonable to expect an increase over the years. If a modest increase does not occur, the problem may be related to the lack of communication. The feedback reaching the secondary

school from those who entered the post-secondary school will be very important and will have a direct bearing on future enrollment. Time devoted to these incoming students will be spent well.

PART III

EXAMPLE GUIDEBOOK

GUIDEBOOK FOR ASSISTING THE COLLEGE STAFF IN IMPLEMENTING ARTICULATION WITH LOCAL HIGH SCHOOLS

EL PASO COMMUNITY COLLEGE

May, 1988

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INTRODUCTION

A document entitled "Articulation Agreement" was signed by the Board of Trustees of El Paso Community College and the boards of trustees or other designated officials of the area public school districts starting in 1986. The Articulation Agreement provides a formal endorsement for articulation activities. It also establishes conditions and a framework for college and public school personnel to proceed with the process of articulation. This document is already in place and does not require additional work. The school districts which have current Articulation Agreements in place are:

Anthony Independent School District
Canutillo Independent School District
Clint Independent School District
Dell City Independent School District
El Paso Independent School District
Fabens Independent School District
Gadsden Independent School District
San Elizario Independent School District
Socorro Independent School District
Ysleta Independent School District

A second document entitled "Articulation Plan" was provided

for in the Articulation Agreement. The Articulation Plan is a working document used to document courses at the secondary school level which are articulated with El Paso Community College courses. It also documents the conditions and special requirements to be met in order to qualify for course credits (see Appendix A). This document is to be completed for each articulated program within a public school district.

The intent of this manual is to assist division chairs, counselors, registrar, discipline coordinators, college faculty and the public school contact person with the processes of carrying out articulation of courses between the El Paso Community College and local public school districts. The task of articulating competencies by courses becomes easier because the framework has been established in the form of the Articulation Agreement and Plan.

The primary type of articulation established at the college is often referred to as time-shortened articulation. The distinct advantages to the student are the saving of time and money.

This system calls for identifying equivalent competencies by a course or a block of courses at the secondary school level which are equivalent to a course(s) at the college level. Both

El Paso Community College and secondary school instructional department personnel are to agree on the match-up of courses and competencies.

Articulation is seldom an easy project. It requires open-mindedness and cooperation. Establishing an initial Articulation Plan within a department is an important step. Ways of improving the competency match will become evident over the coming years based on experience.

DEVELOPING THE ARTICULATION PLAN

The most important part of the articulation process is the Articulation Plan. This document is the vehicle which public school personnel and El Paso Community College Personnel use to spell out which high school courses may be transferred to the college. This document is to be used for time-shortened and for 2 + 2 types of articulation. In the case of 2 + 2 articulation, copies of the agreed-on program curriculum from each institution are to be attached.

Copies of the signed Articulation Plan are kept on file by both the high school district and the college.

Recommended steps:

1. Each year division chairs identify priorities for articulation between the division and local public school districts. These priorities can best be identified through discussion with the public school district official or his/her designee who has been appointed as the contact person for purposes of articulation (see Appendix B).

2. Division chairs are to review the identified priorities for articulation with their respective instructional

deans. Through the review of these priorities various programs will be designated for articulation thrusts.

3. Respective division chairs are to contact the public school district contact person about proceeding with articulating specific program areas. It is advisable to work with one school district at a time when articulating a specific program. The larger and more diversified a group, the more difficult articulation becomes.

4. Respective division chairs at the college will appoint one instructor per program who will be responsible for working toward articulating respective programs. The appointed instructor will be the spokesperson for the department.

5. The contact person for the public school district or his/her designee is asked to appoint one or two instructors per district program to work toward articulating respective programs. It is recommended that the one or two instructors be the spokesperson(s) for the larger group.

6. The contact person or his/her designee will also provide

information such as the phone number to the division chair so that the appointed instructor from the college can contact the instructor(s) representing the high school program.

7. Before the first meeting, the instructors in the college program should prepare a detailed competency task list which describes the exact content of those courses which have potential for articulation. Other means may be utilized such as a detailed course syllabus. It is also desirable to collect other materials which explain course content. Typical lab or classroom products and exams would be helpful.

8. Prior to the first meeting, the high school program representatives should also collect materials which explain the exact content of potential courses. Typical lab or classroom products and exams would be helpful.

9. The first meeting should concentrate on getting acquainted with the content of both programs.

Suggested activities are:

A. Exchange detailed course content documentation as needed.

B. Discuss course content.

C. Resolve questions about content and achievement levels.

D. Explore areas where modifications might be made.

E. Arrange to visit typical classrooms and/or labs in both systems.

F. Compare course competencies by filling in the Articulation Course Competency Analysis Form. (see appendix C).

10. Use as many meetings as are necessary to compare programs and to agree on which block of competencies in the high school course(s) are equivalent to the competencies in the college course(s). Sometimes additional emphasis can be placed on certain competencies to assist a match-up.

11. If there is an agreement as to which block of competencies in the high school program are equivalent to college course(s), the next steps are to fill in the information on two Articulation Plans, attach back-up materials to each, obtain the approval and signature of the division chair prior to giving the Articulation plans to the public school contact person (see Appendix A).

12. The public school contact person or his/her designee

will be asked to obtain the signatures needed for representing the public school district. The number of signatures required will vary. This decision is left open for each school district.

13. Once these signatures are obtained, the public school contact person is to arrange for the transfer of the Articulation Plans and back-up materials to the instructional dean's office.

14. The instructional dean approves the plans by signing the documents. The instructional dean will forward the plan to the Dean of Business and Technology. The Dean of Business and Technology will obtain other signatures needed.

15. The Dean of Business and Technology will prepare an Articulation Chart for each school district (see Appendix D) which will show courses that have been articulated, the percentage grade level requirements, and any special conditions.

16. Once the Articulation Plans are fully signed and the Articulation Chart is developed or updated, these materials will be distributed to all persons who need them (see section V).

APPLYING THE ARTICULATION PLAN

High school counselors and/or the appropriate high school instructors are to explain to the student opportunities for receiving El Paso Community College course credit. Assistance is provided through the use of the articulation brochure and the articulation chart.

Information:

1. These items are to be discussed with high school students by the high school counselor and/or the appropriate high school instructors.
    A. Courses for which credit is granted must be a part of the student's degree plan at El Paso Community College.
    B. The student must meet all college admissions requirements.
    C. High school students enrolled under the early admission program must graduate from high school before credit can be granted.
    D. The student must provide the college records office an official high school transcript showing that he/she has graduated.

E. The student must meet the required grade average and any special conditions required in the Articulation Plan (see Appendix A).

F. The student starts the process early by making an appointment with a counselor at El Paso Community College. He/she will need an official copy of the high school transcript.

G. The student must be enrolled at El Paso Community College at the time the grade is posted.

H. A petition for receiving articulated course credit must be initiated within twenty-eight months after the last articulated high school course is completed. Under certain circum-circumstances approved by the instructional dean, an extension of the twenty-eight months may be granted.

2. These items are to be processed at the El Paso Community College.

A. The student obtains a student copy of his/her high school transcript from the Records

Office. This should be done early to avoid the rush at registration time.

B. The student contacts a counselor at the El Paso Community College at the time of enrollment for the following:

   1) Initiation of a Degree Plan

   2) Initiation of a Student Petition requesting articulated course credit

C. The student presents the petition to the department coordinator for approval or disapproval.

D. The department coordinator will route the petition to the Division Chair for approval or disapproval.

E. Approved petitions are forwarded to the Records Office and posted on the student transcript with the grade designation "CR" (Credit). The Records Office notifies the student.

F. Disapproved petitions are rerouted back to the counselor for student notification.

UPDATING THE ARTICULATION PLAN AND SUPPORT MATERIALS

Almost as important as the development of the Articulation Plan is the updating of all articulation materials. An Articulation Plan may be canceled with thirty days notice, but such cancellation would not affect those students already enrolled. Revised plans or updated support materials must be distributed as necessary. (see the Articulation Plan for more details).

Recommended steps:

1. The division chair is responsible for initiating a biennial review of all Articulation Plans within his/her area.

2. The division chair or his/her designee will contact the appropriate public school district contact person or his/her designee and discuss the status of current Articulation Plans. Each party will contact the appropriate instructional program personnel to determine if they want to review the current Articulation Plan.

3. In case a revision is required, program representatives will be appointed in the same manner as in the original development of the Articulation Plans.

4. Arrangements will be made for the appointed personnel to meet.

Suggested activities are:

A. Present the changes that are deemed necessary.

B. Discuss the ramifications.

C. Resolve all questions.

5. Use as many meetings as necessary to try to reach an agreement.

6. If new equivalent competencies are agreed on by both parties, a new Articulation Plan will be completed.

7. The steps 12 through 15 in the procedures for developing the Articulation Plan (see Page 3 of this guide) will be completed.

DISTRIBUTING ARTICULATION MATERIALS

The work is not over once the Articulation Plans have been signed. The plans and associated materials must be delivered to the appropriate personnel at the various public school districts.

Recommended Steps:

1. The Dean of Business and Technology is responsible for the distribution of the Articulation Plans, manuals, brochures, Articulation Charts and other materials as follows:

    A. Articulation Plans

        1) Public school contact person (original signed copy with attachments)

        2) Official college file (original signed copy with attachments)

        3) College division chairs (copy with attachments)

        4) College Records Office (copy without attachments)

    B. Articulation Manual

        1) College deans

        2) College division chairs

        3) College departmental coordinators

        4) Public school contact persons

5) College faculty involved in articulation

6) College counselors

C. Articulation Charts

1) College vocational division chairs (as needed

2) College counselors

3) High school contact persons (in mass for distribution to high school counselors and departmental personnel)

D. Articulation Brochures

1) College vocational division chairs (as needed)

2) College counselors (in mass)

3) High school contact persons (in mass for distribution to high school counselors and department personnel)

2. The public school district contact person is responsible for the distribution of these materials as deemed necessary to follow up the articulation process. High school counselors and articulated program instructors have key roles in the process of informing students about the possibility of receiving El Paso Community College course credit.

3. Counselors at both institutions are the primary contact for students interested in acquiring credit for

articulated course work. They are to inform these students about the process at El Paso Community College for obtaining credit for articulated courses. The brochure and the Articulation Chart are the primary resources for communication.

TRACKING AND EVALUATION

An overall evaluation of the articulation system should be based primarily on the success of those students who enter the respective college programs. Another aspect to consider is the number of students who take advantage of the opportunity to gain advanced standing in the program. Care must be taken to distinguish between normal reasons for dropping out of a program as opposed to difficulties created as a result of the awarding of advanced credit. The number of students who receive articulated credit will be small in the beginning, but should increase each year.

Data for tracking students and for evaluation purposes is generated on the computer at the college. Computer-generated reports for this purpose may be requested at any time for a given period of time by the division chair. This report contains personal data for the student, the name of the high school, student load information, student grades and academic information and other data. Related information that is present in the computer may also be requested, such as the total number of students who have received articulated courses at the college during a given time. For additional information about the computer-generated report refer to Appendix G.

The information contained in the report is to be used in the process of evaluating the success of the Articulation Plans and for recommending continuation or modification. Year by year accumulation of data will improve its usefulness.

Recommended Evaluation Items:

1. The number of courses awarded
2. Increases or decreases in the number of courses awarded
3. Drop-out rates as compared to other students within a department
4. Grades earned in departmental courses
5. Grades earned in non-departmental courses which are required in the degree plan
6. Total load attempted by the student

The Articulation Agreement requires that a biennial review of all Articulation Plans be conducted with the public school contact person or his/her designee. It is assumed under normal circumstances that all Articulation Plans would be continued. In those cases where course changes are planned or a problem is identified, a change in the Plan may be required.

Recommended Steps:

1. The division chair requests a computer-generated report for articulation in April of each year.

2. The division chair analyzes the report with the assistance of the departmental coordinator.

3. The departmental coordinator is responsible for trying to contact those students who have received articulated courses and have not enrolled in the following semesters to ascertain the reason for dropping out.

4. The departmental coordinator is also responsible for trying to contact those students who have received articulated courses and received a failing grade in subsequent departmental courses.

5. Care must be taken to distinguish between problems caused by receiving credit for articulated courses and other problems.

6. The division chair and the departmental coordinator decides if any action is necessary. The information which is acquired as a result of the report and related activities is used to establish priorities for the following year.

7. Accumulated data is used as reference material for biennial reviews.

8. Accumulated data should be made available to the respective public school contact persons.

APPENDIX A

ARTICULATION PLAN

Date : _____
Revised : _____

EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

ARTICULATION PLAN

Division : _____

Discipline : _____

The purpose of this instrument is to document the approval of an Articulation Plan for specified courses and/or programs in the above noted division and discipline between El Paso County Community College District (EPCC), Post Office Box 20500, El Paso, Texas 79998 _____

_____ , hereinafter referred to as "LEA" (Local Education Agency). The approval for articulation credit to be awarded based on this Articulation Plan has been provided for in the Articulation Agreement previously signed by officials from EPCC and the above mentioned LEA.

This document provides a mechanism to enable students who have completed specified courses and/or programs at the above mentioned LEA under the specific conditions of articulation to be granted college credit by articulation. The course(s) articulated via this document are:

LEA COURSE NAME AND NUMBER	CREDITS AWARDED	EPCC COURSE NAME AND NUMBER	CREDIT HOURS AWARDED

(Additional courses may be listed on a separate page)

The conditions of the Articulation Plan were formulated through meetings with representatives from both institutions based on an agreement of evaluation criteria, course content, and exit competencies. Under the articulation agreement, the following conditions of articulation are hereby set forth:

1.01 The student must meet all EPCC admissions requirements and be officially enrolled in EPCC to be eligible for credit via articulation.

1.02 High school students enrolled under the early admission program must graduate from high school before articulation credit can be granted.

1.03 The student must have an official high school transcript on file with the EPCC Records Office.

1.04 The student must initiate an official degree plan with the appropriate EPCC counselor at the time of enrollment.

1.05 The discipline coordinator or his/her faculty designee will be responsible for evaluating the official high school transcript and recommending articulation credit based on the stated conditions in the applicable Articulation Plan. This recommendation is approved by the Division Chair and forwarded to the Records Office for implementation.

1.06 The student must have completed the high school courses for which articulation credit is being requested within 28 months of the request for credit. Credit for high school courses taken beyond the 28 month limit may be granted through petition to the appropriate instructional dean.

1.07 The student must meet all conditions for articulation credit stated in the specific Articulation Plan which covers the requested courses.

1.08 All specific Articulation Plans will be on file with EPCC Records Office and the appropriate Division Chair and designated Dean.

1.09 The student must have successfully completed specified high school course(s) and received a grade of_____ % or better in order for credit to be awarded.

1.10 In addition to the specific conditions outlined above the following special requirements must be met for the awarding of credit: Check here if none _____

_____

_____

1.11 The EPCC Division Chair responsible for the above mentioned division will initiate a biennial review of this Articulation Plan with the LEA representatives to evaluate any changes in competencies, content, or standards.

1.12 This agreement may be terminated in whole or in part by either party giving a full thirty (30) days notice in writing to the other party. Such notice shall be sent by certified mail, return receipt requested, to the address of the respective parties listed above. However, such termination shall not take effect with regard to students already enrolled, until such time as those students have completed their respective courses.

Attachments:

Course descriptions of high school courses being articulated.

Course descriptions of EPCC courses being articulated.

Specific exit competencies for courses being articulated for credit.

Other supporting materials as appropriate.

Articulating Institutional Representatives:

By the signatures below, the institution acknowledges a commitment to effectively accommodate the conditions of articulation attached:

(please sign with black ink)

_____
Current Date

ARTICULATING LEA:

EL PASO COMMUNITY COLLEGE DISTRICT:

_____

_____
Division Chair
El Paso Community College

_____
Signature and Title

_____
Dean, El Paso Community College

_____
Signature and Title

_____
Vice President, Academic Affairs
El Paso Community College

_____
Signature and Title
(one or more signatures required)

APPENDIX B

PUBLIC SCHOOL

CONTACT PERSONS

PUBLIC SCHOOL CONTACT PERSONS FOR ARTICULATION

Anthony Independent School District	Gert Teck
Canutillo Independent School District	Wilson Knapp
Clint Independent School District	Roy Buckmaster
Dell City Independent School District	Kay Karr
El Paso Independent School District	Mike Michel
Fabens Independent School District	Darlene Brown
Gadsden Independent School District	Carol Shea
San Elizario Independent School District	Antonio Parra
Socorro Independent School District	Carl Cooper
Ysleta Independent School District	James Carwell
	Eddie Endlich

APPENDIX C

ARTICULATION COURSE COMPETENCY ANALYSIS FORM

ARTICULATION COURSE COMPETENCY ANALYSIS

(Used in identifying and matching occupational competencies between college courses and area high school courses)

El Paso Community College	Area Secondary School
Course title: _____	School: _____
Course number: _____	Course title: _____
Course contact hours: _____	Course no. _____ Contact hrs. _____
Text used: _____	Text used: _____

Competencies Taught	Check Matches	Competencies Taught
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.		10.
11.		11.
12.		12.
13.		13.

(use as many pages as necessary)

Summarize which EPCC course competencies are not matched by the secondary school course.

Is there any chance that additional competencies can be added to the secondary school course analyzed above?

Are ther other courses at the secondary school which contain competencies not covered by this course? If so, which ones?

APPENDIX D

ARTICULATION CHART

ARTICULATION CHART

(sample only)

HIGH SCHOOL DISTRICT _____ DATE _____

HIGH SCHOOL COURSE	HS GRADE REQUIREMENT	EPCC	SPECIAL CONDITIONS	DATES
ACCNTG B010 Accounting 1A	85%	ACCT 3103 College Bookkeeping I	None	
ACCNTG B0202 Accounting 1B	85%	ACCT 3104 College Bookkeeping II	None	
General Drafting A, B and (Technical Drafting A, B or Engineering Graphics A, B)	86%	DFTG 4101 Basic Drafting	None	
Advanced Technical Drafting or Individual Problem A, B	86%	DFTG 4102 Drafting Skills	None	
Vocational/Technical Drafting I	86%	DFTG 4101 Basic Drafting and DFTG 4102 Drafting Skills	None	

NOTE: This chart should be generated on a computer for the ease of updating and for extracting related data.

APPENDIX E

TIMELINES

TIMELINES

These timelines apply to the process after the initial system has been established. Timelines for completing the comparsion of course competencies and reaching an agreement for articulation are difficult to follow. Moving ahead of the time limits established here is encouraged. Those individuals who cannot meet a timeline should be asked to document the activities which caused the delay.

ACTIVITIES	
Division chair and the public school contact person establish priorities for the school year	September 20
Priorities turned into the Dean	September 25
Priorities approved	September 30
Program representative selected by both school systems	October 10
Initial meeting by program representatives	October 25
Progress report to division chair	November 25
Progress report to division chair	January 25
Articulation plans typed (may be extended with special permission based on the number of individual school systems in which negotiations are conducted)	February 25
Plan(s) approved by division chair	March 1

Plan(s) approved by public school officials	March	10
Plan(s) turn in to the Dean	March	15
Plan(s) are on active status	March	25
Plan(s) are routed to college offices and to the public school contact person	April	1
Updated articulation charts and brochures are routed in mass to college personnel and especially the counselors	April	5
Updated articulation charts and the brochures are routed through the public school contact person to all counselors and other key personnel	April	5
Computer-generated reports are evaluated	May	5

APPENDIX F

SUMMARY

OF

PERSONNEL DUTIES

SUMMARY OF PERSONNEL DUTIES

DEAN	Accepts the responsibility for the articulation program.
	Requests annual priorities for articulation from division chairs.
	Approves incoming completed articulation plans and obtains the V.P. signature.
	Maintains the official articulation files.
	Updates articulation charts as needed.
	Oversees the distribution of articulation plans, charts, brochures as needed.
	Initiates biennial evaluation of articulation activities.
DIVISION CHAIR	Identifies annual program priorities for articulation in conjunction with the public school contact person.
	Appoints an instructor from each of those programs identified to be the program representative for articulation activities.
	Obtains the name and phone number of the respective public school program representative from the contact person and gives it to the college program representative.

Approves and signs the articulation plan document prior to the transferring of it to the public school official for approval and signature.

Routes updated charts, brochures, and other materials to the division personnel.

Evaluates computer-generated articulation reports.

PROGRAM REPRESENTATIVE

Attends articulation related meetings as requested.

Prepares instructional materials for articulation as needed with the assistance of the other program personnel.

Meets with his/her public school counterpart to work out the match up of articulation course work as is appropriate with the consent of department personnel.

Obtains the approval of articulation plan document prior to transferring of the plan document to the public school official for approval.

Assists with the smooth transfer of articulation materials as needed.

Accepts some responsibility for steering the articulation plan document through the approval process.

COUNSELOR	Becomes familiar with the articulation process. Obtains articulation brochure and updated articulation charts for use in counseling students. Keeps open communications with his/her public school counterpart about articulation activities. Advises students about articulation. Initiates petitions for articulation credit.
PUBLIC SCHOOL CONTACT PERSON	Works with the division chairs from the college to establish articulation priorities for the school year. Provides a means for the college program representative to contact the high school program representative such as a phone number. The phone number should be transmitted through the respective division chairs. Assists with obtaining the necessary signatures needed for approval of the articulation plan. Assures that the signed articulation plan is transferred to the college dean responsible for the articulation program.

	Accepts and transfers articulation materials, such as brochures from the college and articulation charts to the high school counselors, faculty, and offices as needed.
INSTRUCTOR	Informs students about the opportunity to acquire credit through articulation.
	Informs students about the requirements for becoming eligible.

APPENDIX G

COMPUTER TRACKING

OF

HIGH SCHOOL

ARTICULATION STUDENTS

El Paso Community College Academic Affairs

M E M O R A N D U M

TO: Maurice Ingram
Director for Articulation Handbook Grant Project

FROM: Carol Kay
Data Systems Manager for Academic Affairs

DATE: May 23, 1988

SUBJ: Computer Tracking of High School Articulation Students

As a result of our conference, I propose to develop a computer-generated QUIZ report by June 30, 1988, to be printed upon request. The report will allow tracking of students who have received EPCC credit as a result of articulation agreements with area high schools. In order to produce the report, Cheryl Bowman in the Records Office has agreed to create, as a unique identifier, a separate "FICE Code" for each participating High School. For each student receiving EPCC credit for high school courses, the Records Office will enter into Degree History the "FICE Code" of the high school, the date on which EPCC credit was awarded and the number of units of credit awarded. In the Transfer Credit record of each student, the Records Office will list the EPCC courses for which high school courses have been substituted.

For each student appearing on the Articulation Report, the following information will be printed:

1. Student's Name
2. Student's ID Number
3. Home Phone Number
4. EPCC Primary Major
5. EPCC Division
6. EPCC Department
7. High School
8. EPCC Courses Credited through Articulation
9. Units of Articulation Credit Awarded
10. Date Articulation Credit Awarded
11. Total Attempted Hours at EPCC
12. Total Credit Hours at EPCC
13. Overall GPA
14. Current Academic Standing
15. Year-Semester(s) for Requested Course Listing
    a. Prefix and Course Number of each Course
    b. Grade for each Course.
    c. Semester Attempted Hours
    d. Semester Credit Hours
    e. Semester GPA
    f. Semester Academic Standing

When requesting a copy of the report, you will supply either one or two semesters for which courses, grades, hours, GPA and academic standing of each student are to be listed. You will also supply a range of Articulation Credit Dates. Only those students who were awarded articulation credit during the time period delimited by these two dates will appear on the report. The report will be sorted first by Division, second by Department, third by Public School District and forth by Student Name. An option will allow the report to be printed either for a single, requested EPCC Division or for all divisions.

cc: Enrique Solis
Yolanda Chavez
Diane Troyer
Cheryl Bowman

PART IV

SUPPORT MATERIALS

EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

ARTICULATION AGREEMENT

AGREEMENT made this _____ day of _____, 19 ____, between the Board of Trustees of the El Paso County Community College District, P. O. Box 20500 , El Paso , Texas 79998, hereinafter referred to as "EPCC", and _____ _____, hereinafter referred to as "LEA" (Local Education Agency).

RECITALS

The purpose of this agreement is to approve the mechanism by which college credit is awarded to students who successfully meet the articulation criteria. Articulation is defined as an agreement by the college and secondary local education agency that common educational objectives, content, and student competencies exist. Based on the identification of common course content and exit competencies, an appropriate arrangement can be made to award college credit for those courses for which the student has achieved the competencies required in the corresponding college course. Articulation will be based on specific course content and evaluation criteria agreed upon by both institutions and does not require additional testing or challenge examinations for the award of credit.

AGREEMENT

Under this articulation agreement the following conditions of articulation are hereby set forth:

1.01 The student must meet all EPCC admissions requirements and be officially enrolled in EPCC to be eligible for credit via articulation.

1.02 High school students enrolled under the early admission program must graduate from high school before articulation credit can be granted.

1.03 The student must have an official high school transcript on file with the EPCC Records Office.

1.04 The student must initiate an official degree plan with the appropriate EPCC counselor at the time of enrollment.

1.05 The discipline coordinator or his/her faculty designee will be responsible for evaluating the official high school transcript and recommending articulation credit based on the stated conditions in the applicable Articulation Plan. This recommendation is approved by the Division Chair and forwarded to the Records Office for implementation.

1.06 The student must have completed the high school courses for which articulation credit is being requested within 28 months of the request for credit. Credit for high school courses taken beyond the 28 month limit may be granted through petition to the appropriate instructional dean.

1.07 The student must meet all conditions for articulation credit stated in the specific Articulation Plan which covers the requested courses.

1.08 All specific Articulation Plans will be on file with EPCC Records Office and the appropriate Division Chair and designated Dean.

1.09 This agreement shall commence upon the date of execution of this agreement and shall continue until such time as the agreement is terminated.

1.10 This agreement may be terminated in whole or in part by either party giving a full thirty (30) days notice in writing to the other party. Such notice shall be sent by certified mail, return receipt requested, to the address of the respective parties listed above. However, such termination shall not take effect with regard to students already enrolled, until such time as those students have completed their respective courses.

Executed at El Paso, Texas on the day and year above mentioned.

BOARD OF TRUSTEES OF EL PASO COUNTY COMMUNITY COLLEGE DISTRICT:

By: _____
Chairman, Board of Trustees

ATTEST:

_____

BOARD OF TRUSTEES OF

_____

By: _____
Chairman, Board of Trustees

ATTEST:

_____

FOLLOW-UP ANALYSIS OF STUDENTS ENTERING WITH ARTICULATION CREDITS

Name of College Program _____

Name of student, phone # and date	Name and type of H.S. program	H.S. grade average	Courses received through articul.	Grade average in program specialty course by terms				Special notes
	96							97

RECOMMENDED REFERENCES

Dunlap, Williams S. Guide to Articulation of Programs. Washburn University. Topeka, Kansas, 1985.

LaVerna, Fadale M. and Winter, Gene M. "The Realism of Articulated Secondary/Post-secondary Occupational and Technical Programs." Community College Review, Summer 1987, pp. 33.

Long, James P.; Warmbrod, Catharine P.; Faddis, Constance R.; and Lerner, Max J. Avenues for Articulation. National Center for Research in Vocational Education. Columbus, Ohio, 1986.

Parnell, Dale. The Neglected Majority, Washington, D. C.; Community College Press, 1985.

Helping Students Save Time And Money

El Paso Community College has a plan that gives students a head start on college. Through an articulation agreement between EPCC and area school districts, high school graduates can receive college credit for certain courses they completed in high school.

For example, Vocational/Technical Drafting I can substitute for EPCC's Drafting 4101 and 4102 in the student's degree plan. Many other courses are available in drafting, accounting, secretarial science, etc. Ask your counselor about courses in your area.

Student Eligibility

To qualify for articulation credits, a student must:

- Enroll in El Paso Community College and have an official high school transcript on file in the EPCC Records Office.
- File a degree plan with an EPCC counselor that includes those courses for which the student seeks articulated credit.
- Meet the minimum grade requirements established by the school district's articulation agreement.
- Apply for credit within 28 months after the last articulated high school course has been completed.

Talking with an El Paso Community College Counselor

When a student enrolls in the College, he/she should visit the Counseling Center to begin the application process for articulated credit. The student must bring a copy of the high school transcript so that the counselor may evaluate which courses are eligible for articulation.

Once the application has been completed, the student carries the petition to the department coordinator for approval. The Division Chair must also approve the petition.

The Records Office will notify the student if the application for articulated credit has been approved.

El Paso Community College: Education with a Future

We encourage high school counselors to inform students about the opportunity to gain credit for their high school course work. Through the articulation agreement, EPCC students can reduce tuition costs and concentrate on new courses.

El Paso Community College serves over 20,000 students on three campuses with a wide variety of academic, vocational and technical programs. One of the largest community colleges in the country, EPCC has an outstanding record of academic achievement, community involvement and physical growth. Students may pursue associate degrees in the Arts, Science and Applied Science, as well as certificates of completion and continuing education credits.

Articulated Courses

EPCC COURSE	DISTRICT COURSE

ASK YOUR COUNSELOR TO FILL IN COURSES IN YOUR FIELD

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Get a Head Start on College

Through Credit for High School Courses

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